

READING CURRICULUM PROGRESSION OF SKILLS



	Year 1	Year 2	Year 3/4	Year 5/6
Word Reading	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed etc.) • read multi-syllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts • Re-read books to build up fluency • Begin to correct my own mistakes when reading 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondances • read most words quickly & accurately without overt sounding and blending • re-read books to build up fluency • check that the text makes sense and correct my own mistakes more independently when reading 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondances between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with Texts	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry • being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Vocabulary	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases find a word in a sentence or page that has the same meaning as a given word or phrase 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> using dictionaries independently to check the meaning of words that they have read checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Understanding	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> checking that the text makes sense to them discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done by a character 	<ul style="list-style-type: none"> making inferences about a character's actions based on specific events 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences based on evidence linked to a characters' feelings, thoughts and motives from their actions, from different points in the text justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
Explanation	<ul style="list-style-type: none"> recalls some interesting words and phrases from the book/story, stating their reasons why - with some prompting. 	<ul style="list-style-type: none"> explain why a character thinks, feels or behaves in a specific way Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choices 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination, explaining the effect. identifying and explaining how language, structure and presentation contribute to meaning identifying, explain and compare themes and conventions in a wide range of books identify basic features or organisation at sentence or text level use familiar non-fiction features independently to navigate through a text identify, compare and contrast themes, settings and plots across a wide range of fiction and non-fiction 	<ul style="list-style-type: none"> evaluate a range of features relating to organisation at sentence or text level, explaining how they contribute to the effects achieved. explore in some detail about how structural choices support the writer's purpose or theme discuss and evaluate how authors use common types of literary language or subject specific language, considering the impact upon the reader. compare information, ideas, values and attitudes across texts compare themes and topics in stories of the same genre
Retrieve and Record	<ul style="list-style-type: none"> understand the events of a shared story identify and link two significant events in a shared story 	<ul style="list-style-type: none"> retrieve and record information from fiction and non-fiction understand simple cause and effect in texts, with a clearly stated link identify key aspects of fiction and non-fiction texts such as characters, events, titles and information 	<ul style="list-style-type: none"> use a range of strategies to retrieve information from fiction and non-fiction and choose a way to record this know information can be found in diagrams, photos, captions, labels and charts as well as in a main text 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present key information from fiction and non-fiction for a clear purpose select information independently from more than one source and summarise retrieve and record key information/key details from fiction and non-fiction
Sequence and Summarise	<ul style="list-style-type: none"> recall familiar stories from a shared story in the correct order retell the key points of a shared story 	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related retell the key events from their own story in the correct sequence identify and explain the sequence of events in texts 	<ul style="list-style-type: none"> explain the main idea in a recently read paragraph identifying main ideas and key events from a range of paragraphs and summarising these 	<ul style="list-style-type: none"> summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas summarise main themes and ideas explored across a whole text, identifying key details to support this.

